



CLEARING THE PATH FOR SUCCESSFUL TRANSITIONS

ENGAGING THE FIRST-GENERATION STUDENT

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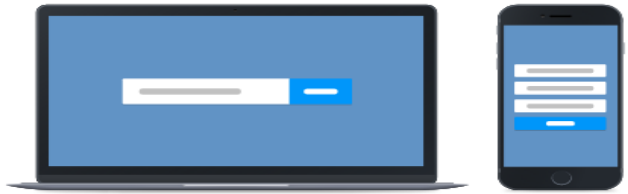
OPENING REFLECTION

Activity:
Poll
Everywhere

- Reflect on past experiences with college students.
- Choose ONE WORD that defines your perspective of students' college success.
- Respond using Poll Everywhere; instructions on the following slide.

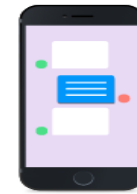
How to join

Web



- 1
- 2

Text



- 1
- 2

Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app

Prompt: Choose ONE WORD that defines your perspective of students' college success.

Student Success Reflection

WORKSHOP OBJECTIVES

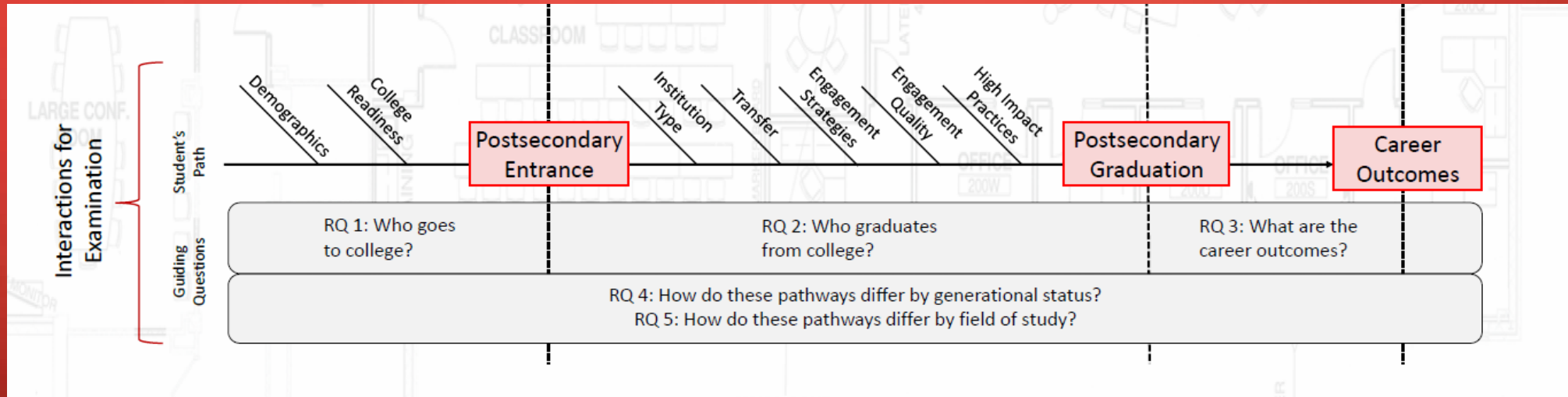
- Describe literature pertinent to first-generation college student completion
- Identify strategies to support students' transitions throughout their college path
- Begin to develop a personal plan to support undergraduate, first-generation students

The background is a solid dark red color. In the corners, there are decorative elements consisting of thin, light red lines that branch out like circuit traces or neural connections. These lines end in small circles of varying sizes. The lines are more dense in the top-left and bottom-left corners and more sparse in the top-right and bottom-right corners.

OBJECTIVE 1

DESCRIBE LITERATURE PERTINENT TO FIRST-GENERATION COLLEGE STUDENT COMPLETION

GUIDING FRAMEWORK



COLLEGE, SO WHAT?

Activity:

? - A

Completion of a college degree can be important because:

- Career outcomes are equivalent for first and continuing generational graduates^{1, 2}.
- Educational attainment correlates to career outcomes, such as monthly income², unemployment and underemployment³.
- Accrued debt-load from college reduces the value of investing in personal education without degree attainment⁴.

FIRST-GEN, WHAT'S DIFFERENT?

- Documented historic trends for first-generation students being underprepared academically and socially compared to continuing-gen counterparts⁵.
- Traditionally often possess other descriptors that have shown to be disadvantageous to college success⁵.
- Traditionally have high rates for variables that predict dropping out; such as, math skills ^{2, 5}, transfer⁶, changing major⁷.

RELEVANCY TO OHIO STATE

- Over-representation of first-gen students by major, and campus type^{8, 9, 10}.
- First-generation students engage differently^{11, 12}.

The background is a solid dark red color. In the corners, there are abstract, light red line art designs that resemble circuit boards or neural network connections. These designs consist of thin lines that branch out and terminate in small circles, creating a sense of connectivity and technology.

OBJECTIVE 2

IDENTIFY STRATEGIES TO SUPPORT STUDENTS' TRANSITIONS THROUGHOUT THEIR COLLEGE PATH

SO WHAT CAN WE DO?

- Office of Student Life, Counseling and Consultation Service
- Office of Student Life, Parent and Family Relations
- Buckeyes First Student Organization

SO WHAT CAN I DO?

- High-impact practices, AACU
 - Collaborative Assignments and Projects
 - Learning Communities
- Fostering a quality relationship with students
 - Academic Advising
 - Undergraduate Research
- Active Learning Strategies, UCONN
 - Ohio State, University Institute for Teaching and Learning

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OBJECTIVE 3

BEGIN TO DEVELOP A PERSONAL PLAN TO SUPPORT UNDERGRADUATE, FIRST-GENERATION STUDENTS

WHAT WILL I DO NEXT?

Activity:

I.P.D.P.

- Pick one idea (literature, strategy, technique, etc.) that resonated with you today, and begin to develop a personal plan for how you will integrate that into your daily work.
- Write, into your notes, a possible beginning step towards integrating that idea into your daily work.

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THANK YOU!

QUESTIONS?

ENDNOTES

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